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ABSTRACT

This study evaluated the appropriateness of the Program in Higher Education offered at Nova University (Florida) for persons employed in full-time staff positions in religious colleges and universities. Current students (N=28) and six graduates were surveyed and a 60% return rate was obtained. Analysis of survey results indicated: (1) very high levels of satisfaction among both students and graduates; (2) both groups reaffirmed the key elements of Nova's program including the field-based design, the lack of a residency requirement, and the emphasis upon practical application of learning; and (3) both groups were willing to recommend the program to colleagues and friends. This report describes the employment context of the religious college, the characteristic difficulties faced by staff members of such institutions in seeking graduate education, and some of the benefits offered through field-based study. Faculty of higher education institutions with religious affiliations are encouraged to investigate graduate studies at Nova and other such institutions which offer field-based and otherwise unconventional programs designed to meet a wide range of student needs. (DB)

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Graduate Education and Faculty/Staff of the Small Religious College: How Well Does Nova University's Programs for Higher Education Meet the Need?

by

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1989-90 PHE Graduate Fellow

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A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

November, 1989

HE 023 301

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ABSTRACT

The purposes of this study were: (1) to identify whether there might be common elements of Nova University's Programs for Higher Education field-based design which are particularly attractive to current students and recent graduates employed in full-time faculty and staff positions in religious colleges and universities; (2) to assess their satisfaction with the program; and (3) to utilize potentially helpful findings in further marketing of the doctoral program.

Because a significant number of current students and recent graduates are employed in religious higher education institutions, it was surmised that some elements of the Nova design might make this program particularly well suited to the continuing education needs of such individuals. A search of the data base listing current students and recent graduates provided a roster of 28 students and six graduates presently employed by religious colleges. All individuals were sent a survey instrument requesting narrative responses to questions designed to yield the pertinent information.

Based upon an overall survey return rate of sixty per cent, questionnaires from each group were analyzed and responses were grouped into similar categories. Findings of the study are that (1) very high levels of satisfaction are indicated by both groups; (2) both groups reaffirm the key elements of Nova's program, including the field-based design, the lack of a residency

requirement, and the emphasis upon practical application of learning; and that (3) the satisfaction expressed by both groups of respondents extends to their willingness to recommend the program to colleagues and friends.

A final report was compiled which describes the employment context of the religious college, the characteristic difficulties faced by staff members of such institutions in seeking graduate education, and some of the benefits offered through field-based study. The report further details the study's procedures and findings. Several articles were adapted from the final report for submission to newsletters and other periodicals which are targeted to specific markets in religious higher education. The researcher's concluding recommendation is that leaders of higher education institutions with religious affiliations and traditions should encourage their faculty and non-instructional staff to investigate graduate studies at Nova and other such institutions which offer field-based and otherwise unconventional programs designed to meet a wide range of student needs.

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Introduction

There is general agreement among professionals in higher education that continuing professional education which leads to an appropriate terminal degree for teaching faculty and members of the administrative support staff is a desirable goal, if not a necessity. It should be easily recognized that today's educational marketplace requires visibly high levels of educational preparation for all persons who bear significant responsibility for the learners on our campuses.

It is an obvious truth that colleges benefit very directly from their faculties' educational progress in the results of accreditation reviews and other program evaluations. But it should be recognized just as readily that appropriate graduate education of faculty and staff is essential for thorough academic preparation and for effective delivery of administrative services. Indeed, the ability to provide the highest quality of educational services to our students must be viewed as proper stewardship over our human and financial resources.

The Roadblocks to Academic Progress

For many teaching faculty and administrators of small religious colleges, it is much easier to agree upon the importance of continuing education than it is to pursue it in actuality. The typical faculty or staff member of a small religious college is

accustomed to diverse and heavy teaching and administrative responsibilities. Instructional faculty often are generalists and must cover a variety of courses, in addition to other institutional duties. Those persons who are most capable and most inclined toward continuing graduate study also frequently provide the leadership for committees and task groups. They are encouraged to be involved in civic affairs, in local church activities, and in the full range of campus activities. So the problem of time is especially critical.

Financial constraints of both the small religious college and the faculty or staff member often make doctoral study a very difficult commitment. In some circumstances, sabbatical leaves cannot be depended upon, since they are frequently unavailable due to cost considerations. And even when sabbatical leave is possible, many faculty and staff are unable to accept because of reduced salaries. Some, out of strong institutional loyalty, avoid seeking such assistance, knowing that it might further strain the college's limited budget. Besides the direct costs associated with payment to the employee for sabbatical leave, there generally is the institutional cost and difficulty of arranging for a temporary replacement.

It is not unusual for a faculty or staff member of a small religious college to find that the professoriate of large universities, both public and private, seem unable to accommodate the needs and limitations presented by their professional assignments. Inflexible or otherwise inconvenient scheduling of

class sessions and graduate committee meeting times makes doctoral study virtually inaccessible to many persons holding full-time employment. Additionally, it is the experience of some that doctoral faculty of traditional university programs fail to acknowledge and respect the legitimacy of the diverse value positions held by students; thus, they sometimes alienate those students who hold the more conservative beliefs which are consonant with those of their employing colleges.

The hiring practices of small colleges are affected by the employment marketplace. Frequently, such institutions must fill positions by offering entry level opportunities and find that such persons have not yet become engaged in doctoral study. So the smaller institutions often have an inordinately large number of faculty and staff who need access to further education, placing further strain on the restricted financial and time resources.

The final point is that university graduate education is frequently (and often, accurately) perceived to be centered on theoretical, non-applicable research, with little or no direct benefit received by the doctoral student's employing institution.

In light of these considerations of time, cost, access, and uncertain benefits, it is no wonder that <u>obligation</u> appears to be the chief motive of many who seek doctoral degrees.

The Response of Nontraditional Graduate Education

Some universities have recognized the legitimacy of these concerns and have begun offering programs suited to working

professionals. For some, marketplace factors have been the most significant influence, since cutbacks of faculty and the failure of some small colleges to survive have made academia less attractive. However, an apparent result of this reaction appears to be a projected shortage of educationally qualified candidates to serve as higher education faculty for the future.

At least one university began in the early 1970's to recognize the legitimate concerns of faculty and staff members from community colleges and other sectors of higher education. Nova University, located in greater Fort Lauderdale, Florida, is a fully accredited and thoroughly evaluated institution which has become a leader in designing programs that provide access to doctoral education for faculty and staff persons who serve in full-time professional academic roles. The history and mission of this institution, as evidenced by the development of Programs for Higher Education, demonstrate commitment to the educational needs of faculty and staff members of small colleges.

Nova's Field-Based Program

Nova designed its higher education Ed.D. program to enable full-time higher education faculty and staff to pursue and complete their degrees without leaving their professional positions to fulfill residency requirements. The field-based program organizes students in geographic "clusters," and then delivers coursework through guided independent study coordinated with monthly day-long class sessions, which are taught by ranking professors from around

the United States. Each cluster consists of a diverse group of students who hold positions in colleges and universities, as well as various assignments in other areas of adult education such as the military, private industry, and proprietary schools. Local cluster coordinators and research associates with completed terminal degrees (generally from other institutions) are employed by Nova to assist and guide the students during the course of their doctoral studies.

The content of the Nova courses is similar to that of other universities. A distinctive feature of this program, however, is the reinforcement and application of course content through research and development projects designed to be profitable to the doctoral student's home institution, thus the term "field-based." In fact, admission to the program is granted only with the assured cooperation and recommendation of three senior academic or administrative personnel in the applicant's place of employment.

The program requires a standard core of courses, with two "specialization seminars" which are unique to each of the three student tracks: higher education, adult education, and vocational/technical/occupational education. Courses are rigorous and demanding, and each requires independent study and effective writing skills. A companion requirement is a series of five "practicums," or small applied research projects which are designed and conducted to apply knowledge from the courses to institutional needs or problems related to the graduate student's professional role.

The "capstone" of the doctoral study is the Major Applied Research Project (MARP), which is equivalent to the traditional doctoral dissertation. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered. MARPs require the application of research skills to actual problems and issues in education, most likely in the institutions or organizations in which the students are employed.

The Ed.D. program is designed so that the degree is attainable within three years, although many students require longer, depending upon personal circumstances and ability to maintain the rigorous schedule. A maximum of seven years is allowed for degree completion. The program is broad in scope, providing a wide view of higher education: curriculum, learning processes, educational research, governance and management, and education in the larger context of economics and society.

Field-based doctoral programs may not be the best choice for teaching faculty who lack expertise in their disciplines or who, for other reasons, need the Ph.D. degree. But they can be a welcome option for many others who have a strong disciplinary background and whose enhanced planning, teaching, and administrative leadership skills would benefit their employing institutions.

The archetypical student who is successful in Nova's program has a clear commitment of institutional support, both moral and material. He or she has the resources of institutional

information, time flexibility, and opportunity to work with real issues and problems which confront the organization. The educational tasks call for intelligence and maturity, as well as a high level of motivation, organization, and effective time management. The secure, self-directed initiator who can function well without constant feedback, one who writes well but is willing to benefit from the critique of his or her work, is an individual who is likely to succeed in the field-based program.

The Response of Students and Recent Graduates

At the present time, Nova is the second largest independent higher education institution in the state of Florida. Approximately three thousand students are enrolled in Nova's Center for the Advancement of Education, of which Programs for Higher Education is a part. This gives Nova one of the country's largest graduate schools of education. Programs for Higher Education boasts over seventeen hundred graduates who are serving in many capacities, both nationally and internationally.

There are approximately thirty Ed.D. students from small religious colleges who are enrolled in Nova's Programs for Higher Education, from a current total of about 450 students. Although data has not been systematically gathered which identifies program graduates specifically as faculty and staff of religious colleges, there are many such persons who represent a variety of colleges and religious affiliations. They include administrators, faculty from various disciplines, and staff with differing responsibilities.

A survey questionnaire was mailed to 28 current PHE students and six recent graduates who are employed by religious institutions of higher education with enrollments varying from less than two hundred to more than five thousand. The purpose was to identify common factors which led these persons to enroll in Nova's program and to assess their level of satisfaction with it. They were asked to give narrative responses to the following questions. Wording was slightly altered as appropriate for those in the graduate group.

The Questions

* Explain why you chose to enroll at Nova rather than another graduate institution for your Ed.D. degree.

* Describe how the nature of your work or the needs of your religious college or university made the Nova program attractive.

* In your set of circumstances, what particular features of Nova's program have proven helpful to your educational progress?

* If you were to make your decision over again, would you enroll in Nova's Programs for Higher Education?

* Would you recommend Nova's Programs for Higher Education to colleagues from your institution or other similar colleges and universities?

The Responses

Appendices A and B contain the verbatim responses to each question, and Appendix C provides a generalized summary of the results. In response to the question, "Why did you choose to enroll at Nova?" a large majority of both respondent groups identified the absence of a residency requirement among other

practical considerations. Virtually all responses to the question, "How did the nature of your work or the needs of your institution make Nova attractive?" identified utilitarian issues such as applicability of studies to professional duties and convenience of scheduling and cluster locations.

Practical considerations again characterized the responses to the survey question, "What particular features of Programs for Higher Education proved helpful to you?" Approximately half of each group identified "practicality" as a key feature, and all graduate respondents identified interaction with and/or support of PHE personnel as particularly helpful. The final questions would appear to be of "bottom line" significance, in that they reaffirm the respondents' choice of doctoral programs and their willingness to recommend the program to colleagues. All students surveyed answered "yes" to the question, "Would you make the same choice again regarding Enrolling at Nova?" and only one of the graduates expressed some uncertainty. All respondents in both groups indicated they would recommend PHE to colleagues, and a large number volunteered that they already had done so.

Based upon the survey returns, the following general observations can be made:

1. Very high levels of satisfaction are indicated by both groups surveyed.

2. Both groups of respondents reaffirm the key elements of Nova's program, namely, the field-based design, the convenient absence of residency requirements, and the practical application of learning. Student and graduate comments also reflected satisfaction with seminar content and quality of instruction.

3. The satisfaction expressed by students as well as by graduates extends to their willingness to recommend the program to others.

Conclusion

While it is recognized that the circumstances and needs of both the faculty and administrative staff of small religious colleges are varied and complex, as are the circumstances and needs of the institutions themselves, there are benefits to be gained from the field-based approach to doctoral education. The traditional model clearly is not applicable or accessible for many individuals, and adhering rigidly to that pattern limits the educational opportunities and accomplishments of such persons. It may also diminish the potential benefits returned to the college through (1) a generally reduced level of participation in continuing education, and (2) a continued emphasis upon theoretical research which often fails to relate directly to the needs of the supporting institution.

It is this writer's conclusion that leaders of higher education institutions, and specifically those of smaller size with religious affiliations and traditions, should encourage their faculty and administrative staff to investigate graduate studies at Nova University and other reputable, accredited institutions which offer field-based and otherwise unconventional programs. This could be an effective method of developing the skills and credentials of their teaching faculties and administrative staffs, thereby stimulating and strengthening the very lives of their institutions.

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APPENDIX A

SURVEY RESPONSES: PHE STUDENTS EMPLOYED AT RELIGIOUS COLLEGES

APPENDIX A

SURVEY RESPONSES: PHE STUDENTS EMPLOYED AT RELIGIOUS COLLEGES

1. Your Professional Position:

	(x)
Faculty	8.5
Administrative	4.5
Other (specify):	

_____

2. Your College/University Enrollment (full-time equivalent):

	(x)
less than 200	_3_
200-500	_1_
501-1000	_3_
1001-5000	_5_
more than 5000	_1_

3. Explain why you chose to enroll at Nova rather than another graduate institution for your Ed.D. degree.

I have a multiple job role. A traditional institution was not feasible in regard to my educational needs.

To not miss a year of teaching at (my home college).

It gave me the opportunity to pursue a degree and still work full-time.

The Programs for Higher Education provide a field-based program suitable for my needs in post-secondary education, and it provides me a quality doctoral education. The tuition is reasonable, and the pace of the program is manageable.

Requirements for completion of the degree are reasonable and don't require traditional class time. Not as expensive as other programs. It enables me to maintain my current position.

Nova requirements have not interfered with my work schedule.

Primarily time, non-residence program, and the focusing on my own area of interest.

Having taught for many years on the secondary and junior college levels where the doctorate was not required, I did not choose to earn a doctorate. Now I do not wish to leave my

teaching to study full-time. Therefore, Nova's program, which can be completed while teaching, appealed to me.

It would be possible to work on the degree on a more or less "part-time" basis without having to leave my job. The practical aspects of the program were appealing. It was apparent that other colleagues on the faculty had advanced earned doctorates in their fields, but they seemed to lack any training in the area of educational theory and practice.

The flexible time--i.e., no requirement that time must be spent on home campus for specified time. The practical element--I feel that I have learned more that is of practical value within the first six months of the program than in all of my traditional master's program.

Since my institution does not provide sabbaticals for faculty, I had to restrict my consideration to universities that did not require a residency. Nova was the only accredited institution with an appropriate degree that satisfied this qualification.

Because Nova offered a non-traditional, applications-oriented program, I chose this course. I was particularly interested in obtaining a background in learning theory to assist me in the classroom.

I needed a program that would allow me to continue working and be near my aging parents.

4. Describe how the nature of your work or the needs of your religious college/university made the Nova program attractive.

1) The weekend approach with noted faculty was attractive; 2) the fact that all academic work relates to my unique discipline offered merit to the Nova program.

This was not a factor except that I did want a program that would help me become a better teacher. Since I teach freshmen primarily, I did not think a Ph.D. would do this.

Since my teaching and other responsibilities involve both day and evening sessions, a weekend program such as presented by Nova provided the flexibility to meet my obligations and pursue this development program.

I serve at a small institution where there are ample opportunities for individually-directed improvement projects. Nova's practicum requirement afforded opportunity to earn doctoral credit for projects that had immediate, practical value in my work setting.

My work in admissions/recruiting is very demanding of my time. It is not the type of job that I can lay aside for six months or a year (If I lose numbers I lose my job). This program, to my surprise and pleasure, does recognize the private school as a real school. The many state/public schools in their programs seem to consider us second class citizens.

Fifty percent of my time is spent in classroom related activities. The rest of the time is taken up with administrative activities. The requirements of the Nova program in course emphasis would help me to improve in both of those areas and perhaps have some positive influence on the way that the school trained men for the ministry.
Since I am more interested in dealing with the educational needs of my students, rather than in scholarly research, I was attracted by the practical nature of the program. I have been able to make a difference in my work situations through the practicums I have done.

I don't feel I can take a sabbatical (money and time) because there are only two of us to teach study skills. With a population of approx. 150 students per semester, one professor can't handle the load. Also, Nova had a cluster here in XXX!

The assignments in my core of courses had relevant implications for any college. Being involved with other colleagues gave me the opportunity to see what they were doing in their institutions that could be implemented at my college.

With the additional knowledge and skills that I have gained in the Nova program, I have been able to make a viable contribution to our academic community.

The chance to adapt Nova requirements to my work here at XXX.

I am interested in doing research on methods of teaching math here at XXX College.

5. What particular features of Nova's program proved helpful to your educational progress?

1) The cost of the program, 2) the practicality of the course work, 3) the availability of professors, 4) the Summer Institute concept.

The reading requirements broadened my perspective.

The opportunity to focus on my own area.

The flexibility of the program has enabled me to plan my

courses etc. according to the time I have available. The program is well-suited to the working professional.

The interaction with people from diverse settings; flexible; practical application; time frame (classes)

Coming to the campus for summer courses (regional cluster). Contact with other persons in the classes has encouraged me to do my work and to continue in the program. The mutual support that I got while on campus during the summer program was very important.

Academic credit for practicums and Saturday-only seminars have been most helpful to me. Weekday classes would have been disastrous with my class and rehearsal schedule.

The lack of a residency requirement has enabled me to meet my current obligations without a major disruption to my personal schedule and the operation of my institution.

1) Classes which meet only once a month; 2) The time that must be invested is not regimented; the student can use odd bits of time to accomplish the work; 3) You are encouraged to investigate your own workplace and become familiar with how your institution functions.

It has taught me to write professionally.

Its practicality and the schedule of meeting one Saturday per month.

My exposure to national lecturers, and networking with other students in the program has been a growing and enriching experience. I have also gained new knowledge and skills through each seminar and practicum. I have been able to put into practice much of what I learned.

1) Researching in my discipline of youth ministry education; 2) convenient class times

6. If you were to make your decision over again, would you enroll in Nova's Programs for Higher Education? Please explain.

Given the quality, breadth, and cost, I would select Nova's Program for Higher Education. (It would have been helpful to have the cluster meet closer to our community.)

Yes

Yes, for reasons listed above.

So far, yes. However, if I had had this last Summer Institute any earlier the answer would have been No.

Yes. After 24 years' experience in the business world I was looking for the learning/teaching theories to apply to student-professor interactions.

Yes, Nova is still the best option, given my geographic and institutional circumstances; however, cost-effective options at other institutions are increasing.

I would enroll in the program again, but I would try to get at least a 9-month sabbatical period where I could either work her at the institution or at the campus in Florida. I regret that I did not follow through two years ago and be more assertive her so that I could get the time off to try for the fellowship for a year on the (Nova) campus.

Yes, for above reasons.

If I were in the same circumstances, I would enroll again. Since it is difficult to keep up with work and study at the same time, I might have chosen as a younger person to study full-time.

Yes, for all the same reasons cited.
Yes! After comparing with other institutions in my state, the Nova program seemed to be more in tune with my needs.

Yes; however, this has been a difficult program for me. The classroom experience fits my personal style of learning, but the independent research is about to "kill" me.

7. Would you recommend Nova's Programs for Higher Education to colleagues from your institution or other similar colleges/universities? Yes _13_ No _0_ Comments:

I have already recommended the program to one of my colleagues.

I have already, and as a "senior" admissions person in my state, I have had several people seek me out and ask me about the program.

I have already suggested the program for others on my campus and friends in other situations.

I have found the people involved in the Nova program to be very accepting of my professional concerns and outlook on

life--something that is absent in many doctoral programs.

Nova offers a reasonable, attainable program with vigor.

Have recommended the program to several already.

I have encouraged other colleagues to consider Nova.

8. Do you give permission to quote from your responses? _12_yes _1_no
Comments:

APPENDIX B

SURVEY RESPONSES: PHE GRADUATES EMPLOYED AT RELIGIOUS COLLEGES

SURVEY RESPONSES: PHE GRADUATES EMPLOYED AT RELIGIOUS COLLEGES

1. Your Professional Position:

	(x)
Faculty	_2_
Administrative	_4_
Other (specify):	

2. Your College/University Enrollment (full-time equivalent):

	(x)
less than 200	___
200-500	___
501-1000	_3_
1001-5000	_3_
more than 5000	___

3. Explain why you chose to enroll at Nova rather than another graduate institution for your Ed.D. degree.

Nontraditional design of the Nova program allowed me to continue as a practitioner in the field of higher education at the institution I was already at. I did not need to move my family or find a different place of employment while doing doctoral studies.

It was a matter of convenience. Only two universities near my home city offered doctorates in my discipline, namely, music. One is located in a neighborhood that is unsafe in the evening hours. The other offers a doctorate in musicology. This did not interest me. I also would have had difficulty paying the tuition. Also, I felt that since I already had a B.M. and M.M. (in music) I would be more marketable if I expanded to a new area.

As a woman religious, I knew I had to "keep up" professionally with my colleagues, but did not wish to unnecessarily burden the College by hiring someone to take my place. As a religious who takes the vows of poverty, chastity and obedience, I do not receive a salary; therefore, attending Nova while working full-time did not cause a financial burden to the College.

I was attracted by the practicality of the program. I wanted the opportunity to complete the practicums and MARP which would benefit my institution. I was also attracted by the scheduling. With the responsibilities, it would have been extremely difficult to be gone for a semester or academic year. The scheduling of seminars was extremely attractive. I did not yet qualify for a sabbatical, nor did I desire to take one. State universities and evangelical seminaries within reasonable distances had residency requirements that would have necessitated a sabbatical.

Convenience to my employer--program at Nova does not require a year's residency away from my campus. Unique opportunity to follow my personal goals for developing my professional education skills.

4. Describe how the nature of your work or the needs of your religious college/university made the Nova program attractive.

At the time of my enrollment in the Nova program, it was not possible to leave my position during the week to go to classes. The weekend class format along with the Summer Institute procedures were just what I needed!

Aspects of my work were not the significant factors as much as a close enough regional location (cluster site) and a weekend and summer delivery. My academic dean did investigate Nova and gave it his approval, which was encouraging. He was impressed with its academic challenge and integrity.

At the time of my initial enrollment, I was working as college registrar. I was involved in some record-keeping projects which fit nicely into practicum ideas. For example, I compared retention rates of scholarship and non-scholarship students. I compared cumulative grade point averages and GRE scores; and I compared scores of students on a remedial English test. Later I moved into a supervisory capacity as V.P. for Academic Affairs. As the supervisor of the college faculty I was able to develop, implement, and evaluate a staff development program as my MARP. My program with Nova was very helpful to my institution.

I did not realize how attractive (educationally) the Nova program really was until I was in the program. The Nova emphasis on relating all research back to the student's institution is the primary plus factor which makes it more attractive than other Ed.D. programs. The majority of religious colleges I am aware of do not invest much in formal research relating to the institution, so it benefits both student and college.

I am chairman of the Fine Arts Dept. at XXX College. I had no training for this role, so I was able to use the practicums to learn about things such as faculty evaluation, designing a major program for the visual arts, etc. These are projects that I needed to embark upon anyway. Attending Nova permitted me the opportunity of "killing 2 birds with one stone."

Everything was convenient and I could attend my cluster on Saturdays at (a nearby location). Only one module was held in another city, and I had become friendly with so many other

professionals that it was quite easy to arrange car-pools. I was also getting prepared to assume a more administrative position, of which I wasn't really aware when I enrolled at Nova. Nova allowed me to write the curriculum for a new degree, since enrollment in two other programs was waning at the time. This program was later approved and has had a steady enrollment ever since.

5. What particular features of Nova's program proved helpful to your educational progress?

The most valuable features, in terms of **learning**, were the practicums and MARP process. In terms of relationships and expanding one's point of view towards the macro-environment of higher education. The seminars and Summer Institutes were the most valuable. These helped keep the projects in proper perspective so as not to be "in-bred" from a religious culture perspective.
The feature I enjoyed most was the stimulation of exchanging ideas with high energy, enthusiastic people from many geographic areas and varied situations.

-Meeting other professionals (especially at Summer Institutes)
-No residency requirements (I have aging parents to take care of)
-Opportunities to be creative and innovative
-Gentle, but firm support of cluster coordinators, MARP advisors, and new-found friends

The remedial mathematics program developed, implemented, and evaluated at my institution for my MARP has proved to be invaluable. The writing activities in the higher education program improved my communicative skills. My management skills were enhanced as a result of the seminar discussions.

The practicality of the program served as a great motivation for me to continue. My work always appeared to be helpful and pertinent. The contact I had with my cluster coordinator and MARP advisors was very helpful. They were prompt and helpful with their comments; they always encouraged me to press on to completion of the project. The people involved in the Nova process were a great help to me.

The de-emphasis of tests made me relax and learn more effectively than I ever have before. The same is true of the pass/fail grading system. The seminar assignments and the practicums were consistently open to studying institutionally-relevant matters. And there was an unusually respectful attitude toward religious institutions.

6. If you were to make your decision over again, would you enroll in Nova's Programs for Higher Education? Please explain.

Yes, I still feel I'm ahead of others in my field since pursuing a Ph.D. in French Language and Literature would have done absolutely nothing for me, my religious community or the College. Combining both business and language, however, has made a big difference.

I'm not sure. Since I earned my degree, XXX University has initiated a doctoral program. It is 20 minutes from my home and is a well respected institution. I sometimes despair that I must justify the validity of our innovative program. Unfortunately, some inferior programs are sometimes confused with Nova's.

Absolutely. I feel I not only have a degree, but that I am equipped to function in a highly competitive and complex educational field.

Without hesitation. Its course work is as extensive as that of other programs, yet its delivery is more convenient. My studies were challenging, relevant, and very beneficial to my work.

Yes. My Nova enrollment was one of the highlights of my educational experience. Where there were times I wasn't sure I would find the time to finish, I always had the feeling that the work was worthwhile and professional. I have no hesitation or embarrassment that my doctorate is from Nova and not a more "traditional" institution. I feel I earned my degree.
Yes, my experiences at Nova were positive! Practicums were practical and made changes for improvement at my institution.

7. Would you recommend Nova's Programs for Higher Education to colleagues from your institution or other similar colleges/universities? Yes ___ No ___ Comments:

(Yes) As a result of my experience in the program, several colleagues have enrolled. They have pleasantly discovered their Nova work can relate and be meaningful to their present vocation.

(Yes) I have.

(Yes) There is another Nova graduate in the XXX Dept. who encouraged me, and I in turn encourage some of my computer science instructors.

(Yes) There was genuine respect for my institution's and my personal conservative views in the seminars and among fellow participants.

(Yes) I have already had three of my colleagues enroll in the Nova Ed.D. Programs for Higher Education.

(Yes)

8. Do you give permission to quote from your responses? _6_yes _0_no Comments:

APPENDIX C

STATISTICAL SUMMARY OF RESPONSES

APPENDIX C

SUMMARY OF RESPONSES: PNE STUDENTS/GRADUATES EMPLOYED IN RELIGIOUS COLLEGES, Daniel Carlson, PNE Graduate Fellow

November, 1989	CURRENT STUDENTS Number	% of Responses	PNE GRADUATES Number	% of Responses
PROFESSIONAL POSITION				
Teaching Faculty	8.5	65%	2	33%
Administrative	4.5	35%	4	67%
YOUR COLLEGE/UNIVERSITY ENROLLMENT				
less than 200	3	23%	0	0%
200 to 500	1	8%	0	0%
501 to 1000	3	23%	3	50%
1001 to 5000	5	38%	3	50%
more than 5000	1	8%	0	0%
MOST FREQUENT RESPONSES (generalized):				
3. WHY DID YOU CHOOSE TO ENROLL AT NOVA?				
a. No residency requirement	9	69%	5	83%
b. Field-based, nontraditional program	3	23%	1	17%
c. Practical reasons (i.e., development of teaching skills, emphasis on application of theory, etc.	3	23%	3	50%
d. Benefits to home institution	0	0%	2	33%
4. HOW DID THE NATURE OF YOUR WORK OR NEEDS OR YOUR INSTITUTION MAKE NOVA ATTRACTIVE?				
a. Practical value to one's work	6	46%	4	67%
b. Convenient class scheduling	4	31%	2	33%
c. Emphasis on teaching vs. research	4	31%	1	17%
5. WHAT PARTICULAR FEATURES OF PROGRAMS FOR HIGHER EDUCATION PROVED HELPFUL TO YOU?				
a. Practicality	6	46%	3	50%
b. Flexible scheduling	6	46%	0	0%
c. Interaction with/support of PNE personnel	3	23%	6	100%
6. WOULD YOU MAKE THE SAME CHOICE AGAIN REGARDING ENROLLING AT NOVA?				
Yes	13	100%	5	87%
No	0	0%	0	0%
Uncertain	0	0%	1	13%
7. WOULD YOU RECOMMEND PROGRAMS IN HIGHER EDUCATION TO COLLEAGUES?				
Yes	13	100%	6	100%
No	0	0%	0	0%
8. DO YOU GIVE PERMISSION TO QUOTE RESPONSES?				
Yes	12	92%	6	100%
No	1	8%	0	0%